



UNIVERSIDAD DE LA RIOJA

TRABAJO FIN DE ESTUDIOS

Título

BACKPACKERS AROUND THE WORLD. An Innovative Tool to Expand Students' Intercultural Competence

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Escuela de Máster y Doctorado de la Universidad de La Rioja

Titulación

Máster Universitario de Profesorado, especialidad Inglés

Departamento

FILOLOGÍAS MODERNAS

Curso académico

2016-17



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Trabajo de Fin de Máster

BACKPACKERS AROUND THE WORLD

AN INNOVATIVE TOOL TO EXPAND STUDENTS' INTERCULTURAL COMPETENCE

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**UNIVERSIDAD
DE LA RIOJA**

AÑO ACADÉMICO: 2016/2017

TABLE OF CONTENTS

I.	INTRODUCCIÓN	4
II.	THEORETICAL MODULE.....	5
1.	Generic Module	
1.1.	<i>Aprendizaje y Desarrollo de la Personalidad.....</i>	<i>5</i>
1.2.	<i>Sociedad, Familia y Educación</i>	<i>7</i>
1.3.	<i>Procesos y Contextos Educativos</i>	<i>8</i>
2.	Specific Module	
2.1.	<i>Aprendizaje y enseñanza de la lengua extranjera (Inglés)</i>	<i>9</i>
2.2.	<i>Complementos para la formación disciplinar. Inglés.....</i>	<i>10</i>
2.3.	<i>Innovación docente e Iniciación a la investigación.....</i>	<i>11</i>
3.	Conclusion.....	12
4.	References.....	12
III.	COURSE SYLLABUS.....	13
1.	Introduction.....	13
2.	Course Objectives.....	13
3.	Course Contents.....	14
4.	Key Competences.....	19
5.	Methodology.....	20
6.	Timing.....	21
7.	Assessment.....	21
8.	Attention to Diversity.....	23
9.	Materials and Resources.....	23

10. Syllabi.....	24
10.1. Didactic Unit 4ºESO. Unit 6: Ireland.....	29
11. References.....	43
 IV. INNOVATIVE PROJECT.....	44
1. Introduction.....	45
2. Literature Review	
2.1. Intercultural Competence.....	46
2.2. Task-Based Approach.....	48
2.3. Spanish Syllabus.....	51
3. Presentation of the Innovative Tool.....	52
4. Methodology	
4.1. Objectives.....	53
4.2. Participation.....	54
4.3. Instruments.....	54
4.4. Procedure.....	55
4.5. Timing.....	60
4.6. Assessment.....	62
5. Expected Results.....	65
6. Conclusion.....	65
7. References.....	67
 APPENDIX.....	70

I. INTRODUCTION

The present dissertation is divided in three sections, each one devoted to a specific purpose. The first section consists of the Theoretical Framework in which it is highlighted the most relevant aspects of the course subjects, including some personal point of views or which resources I had taken into consideration in order to carry out the final project. Indeed, this framework is distributed in two subdivisions dealing with the Generic and Specific modules. Not all the subjects were taught to all students of the master degree, some of them were focus on the subject that they are going to teach in a future. In my case, the specific module is focus on the English subject and how to teach it in a successful way.

Following this section, in the Course syllabus, it is included a 4th of ESO syllabus in which it is accurate explained the different parts of it such as objectives, contents or methodology. At the end, it is included a didactic unit explained the different activities that would be developed during the sessions. Everything is regarded, even specific sessions for the exams or for the presentation of a project.

Finally, it is included the final project based on the creation of an innovative tool. This tool consists of a new website named Backpackers around the world. Here, students play the role of backpackers and they will travel around the world, meeting all the English-speaking countries. The main aim of this website is to expand students' intercultural competence through a task-based approach. They will learn some aspects of history or traditions but they will also face real situations that they may find when they go abroad. Therefore, the course syllabus and the innovative project are interrelated since the division of the units and the development of the didactic unit are designed in accordance to this website.

II. THEORETICAL MODULE

In Spain, in order to be a Secondary English teacher, it is necessary to get previously the *Máster Universitario en Profesorado de Educación Secundaria Obligatoria, Bachillerato, Formación Profesional y Enseñanza de Idiomas*. Thus, the subjects are organized in two modules: Generic and specific in which all the theoretical concepts are thought to put in practice afterwards in the practicum. It consists of becoming an apprenticeship teacher for two months in a secondary school.

In the following pages, it is explained my personal reflection on each of the subjects taught along this master degree.

1. Generic Module

In this module, all the subjects are compulsory for all students from different branches of the master degree. They deal with three fields associated with education which are psychology, sociology and pedagogy portrayed by the subjects *Aprendizaje y desarrollo de la personalidad*, *Sociedad, Familia y Educación* and *Procesos y Contextos Educativos*. In this section, it is highlighted the most important aspects that, from my point of view, I consider essential to become a good teacher and I have used as a source of inspiration in order to carry out the innovative project.

1.1. Aprendizaje y desarrollo de la personalidad

After studying this subject, one can reach the conclusion that teenagers suffer a change at a cultural-sociological, biological, educative and psychological level. At this stage is where a person develops his personality and identity. Thus, they need to

be supported by their teachers to be driven to the correct place. In addition, there are evidences that studying languages keep the brain active raising the white substance and the empathy to others since they can learn about other cultures.

The roots of one's personality are forged during this period in which the self-esteem and self-concept play a crucial role. A teenager is known for its insecurities and fears and that is the reason why both concepts are so important. The self-esteem is how the teenager loves to himself and the self-concept is the image that he has about himself which can be attained to reality or not.

As Dr. Eduardo Fonseca show us, there is an effective way to educate students through the "token economy" which consists of positive and negative reinforcements and punishments. With the reinforcements, we reward students with something they like or removing something they do not appreciate. With the punishments, students must do something they are not in favour or the teacher removes something they appreciate. With this technique, students can become aware of what is good and bad.

In order to be a good teacher and understand our students, it is necessary to bear in mind that catch their attention is a crucial element if we want to achieve a significant learning. The best way to do this is through their motivation. It is the lever which moves every behaviour. It is necessary to find topics attractive for them and current. However, another element needed to take into consideration is the self- motivation of the teacher. If teachers are not motivated, it will be impossible to motivate their students.

In addition, Bandura (1977) developed a learning theory in which children learn through observation and imitation. For example, if one child spends the day watching ninja cartoons, at the end of the day, he must think that he is a real ninja.

Therefore, teachers and parents should be aware of this and cooperate between them in order to bring up their children in the best possible atmosphere they can create.

Finally, the main outcome of this subject is to understand an adolescent in all its ways, from the psychological view until the cultural and social. There are so many factors which requires teacher's attention. This subject has helped me to carried out different strategies in different situations in order to have under control the class where I did the practicum.

1.2. Sociedad, Familia y Educación

The main purpose of this subjects was to show us how teachers are valued and how the Spanish situation is. During the lessons, Dr. Joaquín Giro invited us to be involved in discussions about these facts. All this was based on two documents "Organisation for Economic Co-operation and Development" (OECD) and "Programme for International Students Assessment" (PISA).

During the session, they were analysed some factors such as the functions of the education system, the family, the inequalities found in education and the main characteristics of teachers like their wages, how they are promoted and which is their consideration nowadays, among others.

It was emphasized how the image of the neutral family has changed along the last decades. Now there are more divorced and single parents. In addition, due to the globalization, the number of immigrants has increased and this also affects the view of the Spanish traditional family since there are marriages with members from diverse cultures. Therefore, as society changed, the teaching methodology has to adapt to the new times. The figure of the teacher should adapt to the classroom taking into

consideration all the factors and the differences that he or she may find between students, no matter their origin.

To conclude, it can be claimed that the profile of students has considerable changed along the last years since now teachers deal with social class, gender and ethnicity differences between students.

1.3. Procesos y Contextos Educativos

It can be summarized this subject with this question: when you teach, do students always learn? No, you need to take into consideration three factors which are the teacher, the students and the cultural context. If the student is not motivated, he may lose the interest. That's the duty of the teacher, foster the interest for the subject through the motivation and rewarding using different teaching methods. All these methods will depend on the educative context where they are.

Therefore, for all these reasons, the first element that a teacher should bear in mind is to understand the student. In order to express knowledge, teachers should move students. As Benjamin Franklin said: "Tell me and I forget, teach me, and I may remember, involve me and I learn". In addition, Dr. Fermin Navaridas talk us about the Pygmalion effect which consist of creating positive expectations on students to foster the motivation and create on them self-confidence. It can be said that motivation is the engine of learning. Without that, the learning process can be difficult and hard.

Apart from the subject you want to teach, the teacher should express moral values such as discipline, respect and comradeship. It must be said that, as teachers, we express more for what we are than what we tell. To conclude, I honestly consider this subject very useful since I was not aware of all these aspects of teaching, especially about the importance of express and not think only of the subject matter.

2. Specific Module

This module is devoted to future English teachers, each field has its respective subjects focus on their subject matter. The number of people in these classes was reduced, so the lessons could be more dynamic and we could feel closer to the teachers. The professors responsible of giving the lessons were Dr. Almudena Fernández and Dr. Andrés Canga. All these subjects deal with the English language in a secondary-school teaching context and they were *Aprendizaje y enseñanza de la lengua extranjera (Inglés)*, *Complementos para la formación disciplinar. Inglés* and *Innovación docente e Iniciación a la investigación educativa. Inglés*. They are explained in the following pages.

2.1. *Aprendizaje y enseñanza de la lengua extranjera (Inglés)*

This is the only subject that lasts two semesters. During the first part, we deal with the Spanish law, Ley Orgánica para la Mejora de la Calidad Educativa (LOMCE), the types of syllabi and the concept interlanguage competence, which is one of the source of inspiration of the project presented below. In relation to the LOMCE, at the beginning was difficult to handle all the information but it was really

useful since I could be aware of the key competences required in order to prepare the lessons in the real-life classes.

Thanks to have studied this subject, I have realized that culture plays a crucial role in teaching a foreign language. Indeed, a language cannot be neutral since it always conveys culture. These terms are interrelated and cannot be separated. As Risager claims (2006, p.2) “Language is spread across cultures, and cultures across languages”.

The second semester was devoted to the CLIL methodology. As a cooperative project, in groups of four, we had to create our own quest based on one topic but using as a working language the English subject. We decided to focus on American history, from slavery to present day, to how this society has changed along the centuries. The purpose of this quest was to transfer students’ values such as tolerance and respect.

2.2. *Complementos para la formación disciplinar. Inglés*

This subject was taught during the first term by Almudena Fernández. All the branches had the same subject but designed in accordance to their subject matter. We could study the most important theories of language teaching from three different perspectives: linguistic, humanistic and communicative. Nowadays, the most frequent method that can be found in textbooks is the Communicative Approach.

Another theory that caught my attention was the Task-Based Language Teaching (TBLT) which consist of teaching English through tasks based on real life. This approach is one of the sources of inspiration of the innovative project to use real situations in order to improve students’ Intercultural Competence (IC).

Furthermore, another element that it is necessary to bear in mind is that not all students are equal, so they cannot be treated in the same way. Teachers should adapt to the necessities to the class and their lessons must be presented in a comprehensive way, so every student can have access to it. In addition, in this subject we learnt the word scaffolding which means teacher's support to her students in their learning process.

As a summary of this subject, and after analyzing all these theories, one can reach the conclusion that the most important element of being a teacher is make students learn your subject. That is the reason why we have the necessity of being constantly innovating to ensure that we, as teachers, manage a significative understanding and learning of the subject.

2.3. Innovación docente e Iniciación a la investigación educativa. Inglés

This subject could be mainly divided in two tasks: the development of a research Project and the creation of an innovative tool. The former was an individual task and it could be used as a draft of the final project. With the elaboration of this, we have learnt the parts this kind of work requires and what elements are necessary to analyze. The later was carried out as a group project. My classmates and I decided to create a website to practice the communicative skills. It consists of different parts where students could practice elements of grammar or pronunciation, for instance.

At the beginning of this subject, we read some articles of teaching where it was included the importance of the implementation of innovative tools in class. In this subject, we could set the grounds of our final project choosing between a research or innovative project, or a mixture of both. As I said previously, I decided to carry

out an innovative project, as I consider it useful in order to implement in a current class.

3. CONCLUSION

To conclude, we had the opportunity to put into practice all these concepts. For a period of two months, we moved to a secondary school, in my case, Rey Pastor (Logroño). I could give lessons to students of 1st, 2nd and 4th of ESO. During this period, I could appreciate how a real class works since there are always unexpected events. In accordance of my personal appreciations of teaching, a good teacher must be flexible and have a quick adaptation to any situation.

After studying all these subjects, I can now understand how the teaching- learning process works. Thus, the importance of a rapid adaptation to the context and necessities to each student.

4. REFERENCES

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III. COURSE SYLLABUS

1. Introduction

The design of this course syllabus has to reflect the current educational law (BOR). The aim of this design is to empower students their skill in the English subject, as nowadays, society relays on international communications using English as the working language. In addition, this syllabus is constructed according to the Common European Framework of Reference for Language.

Furthermore, it is designed in consonance with the specific needs of the school. In this case, it is based on the *CPC Rey Pastor*. The objective is to develop their competence in the English language. This curriculum aims will vary depending on the resources, but the interactive whiteboard will play an important role.

2. Course Objectives

Under the statements included in the Article 3 of La Comunidad Autónoma de La Rioja in its Curriculum for ESO, the objectives of the syllabus must be accomplished by all the students at the end of the course. These objectives are:

1. Practice the tolerance, cooperation and solidarity among their partners, as the equality between men and women and growing in a democratic atmosphere.
2. Develop habits of discipline, peer and individual work as essential condition in order to carry out the learning tasks.
3. Respect the difference of genders and the equality of rights and opportunities between them. Reject any kind of discrimination and stereotypes.

4. Reject any kind of violence and prejudice, and resolve in a peaceful way the conflicts.
5. Acquire new knowledge through the using of the resources of information and new technologies.
6. Understand the science as an integrated knowledge and apply the method in order to identify the problems in the different fields of the experience.
7. Develop the enterprising spirit and self-confidence.
8. Understand and be able to express, through writing and speaking, the Spanish language, and the co-official language of the community, if there is.
9. Understand and express one or more foreign languages.
10. Know and respect basic aspects of the culture and its history.
11. Appreciate the artistic creation and understand the artistic manifestations using diverse ways of representation.

3. Course Contents

According to the BOR, students must acquire some contents and attitudes which can be adapted to B1 level. In the English subject, they must acquire a list of specific contents explained in the following pages and extracted from the LOMCE.

Module 1: listening comprehension

Estrategias de comprensión:

- *Movilización de información previa sobre tipo de tarea y tema.*
- *Identificación del tipo textual, adaptando la comprensión al mismo.*
- *Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).*
- *Formulación de hipótesis sobre contenido y contexto.*

- *Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.*
- *Reformulación de hipótesis a partir de la comprensión de nuevos elementos.*

Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- *Iniciación y mantenimiento de relaciones personales y sociales.*
- *Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión del conocimiento, la certeza, la duda y la conjetura.*
- *Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.*
- *Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.*
- *Formulación de sugerencias, deseos, condiciones e hipótesis.*
- *Establecimiento y mantenimiento de la comunicación y organización del discurso.*

Léxico oral de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

Module 2: Speaking. Expression and interaction

Estrategias de producción de textos orales:

Planificación

- *Concebir el mensaje con claridad, distinguiendo su idea o ideas principales y su estructura básica.*
- *Adecuar el texto al destinatario, contexto y canal, aplicando el registro y la estructura de discurso adecuados a cada caso.*

Ejecución

- *Expresar el mensaje con claridad y coherencia, estructurándolo adecuadamente y ajustándose, en su caso, a los modelos y fórmulas de cada tipo de texto.*
- *Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.*
- *Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje 'prefabricado', etc.).*
- *Compensar las carencias lingüísticas mediante procedimientos lingüísticos, paralingüísticos o paratextuales:*
 - *Lingüísticos*
 - *Modificar palabras de significado parecido.*
 - *Definir o parafrasear un término o expresión.*
 - *Paralingüísticos y paratextuales*
 - *Pedir ayuda.*
 - *Señalar objetos, usar deícticos o realizar acciones que aclaran el significado.*
 - *Usar lenguaje corporal culturalmente pertinente (gestos, expresiones faciales, posturas, contacto visual o corporal, proxémica).*
 - *Usar sonidos extralingüísticos y cualidades prosódicas convencionales.*
 - *Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.*

Funciones comunicativas:

- *Iniciación y mantenimiento de relaciones personales y sociales.*
- *Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión del conocimiento, la certeza, la duda y la conjetura.*
- *Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.*
- *Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.*

- *Formulación de sugerencias, deseos, condiciones e hipótesis.*
- *Establecimiento y mantenimiento de la comunicación y organización del discurso.*

Léxico oral de uso común (producción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

Module 3: Reading comprehension

Estrategias de comprensión:

- *Movilización de información previa sobre tipo de tarea y tema.*
- *Identificación del tipo textual, adaptando la comprensión al mismo.*
- *Distinción de tipos de comprensión (sentido general, información esencial, puntos principales, detalles relevantes).*
- *Formulación de hipótesis sobre contenido y contexto.*
- *Inferencia y formulación de hipótesis sobre significados a partir de la comprensión de elementos significativos, lingüísticos y paralingüísticos.*
- *Reformulación de hipótesis a partir de la comprensión de nuevos elementos.*

Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- *Iniciación y mantenimiento de relaciones personales y sociales.*
- *Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*
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- *Expresión del interés, la aprobación, el aprecio, la simpatía, la satisfacción, la esperanza, la confianza, la sorpresa, y sus contrarios.*

- *Formulación de sugerencias, deseos, condiciones e hipótesis.*
- *Establecimiento y mantenimiento de la comunicación y organización del discurso.*

Léxico escrito de uso común (recepción) relativo a identificación personal; vivienda, hogar y entorno; actividades de la vida diaria; familia y amigos; trabajo y ocupaciones; tiempo libre, ocio y deporte; viajes y vacaciones; salud y cuidados físicos; educación y estudio; compras y actividades comerciales; alimentación y restauración; transporte; lengua y comunicación; medio ambiente, clima y entorno natural; y tecnologías de la información y la comunicación.

Module 4: writing. Expression and interaction

Estrategias de producción:

Planificación

- *Movilizar y coordinar las propias competencias generales y comunicativas con el fin de realizar eficazmente la tarea (repasar qué se sabe sobre el tema, qué se puede o se quiere decir, etc.).*
- *Localizar y usar adecuadamente recursos lingüísticos o temáticos (uso de un diccionario o gramática, obtención de ayuda, etc.).*

Ejecución

- *Expresar el mensaje con claridad ajustándose a los modelos y fórmulas de cada tipo de texto.*
- *Reajustar la tarea (emprender una versión más modesta de la tarea) o el mensaje (hacer concesiones en lo que realmente le gustaría expresar), tras valorar las dificultades y los recursos disponibles.*
- *Apoyarse en y sacar el máximo partido de los conocimientos previos (utilizar lenguaje ‘prefabricado’, etc.).*

Aspectos socioculturales y sociolingüísticos: convenciones sociales, normas de cortesía y registros; costumbres, valores, creencias y actitudes; lenguaje no verbal.

Funciones comunicativas:

- *Iniciación y mantenimiento de relaciones personales y sociales.*
- *Descripción de cualidades físicas y abstractas de personas, objetos, lugares y actividades.*
- *Narración de acontecimientos pasados puntuales y habituales, descripción de estados y situaciones presentes, y expresión de sucesos futuros.*

- *Petición y ofrecimiento de información, indicaciones, opiniones y puntos de vista, consejos, advertencias y avisos.*
- *Expresión del conocimiento, la certeza, la duda y la conjetura.*
- *Expresión de la voluntad, la intención, la decisión, la promesa, la orden, la autorización y la prohibición.*
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4. Key Competences

A way to regulate the proposed contents for each unit, the European Union has insisted on creating a list with the different key competences essential for carrying out the development of the students not only in the intellectual field but also the cultural. Therefore, the key competences that are used in the Educational Spanish System are the following:

- a. Comunicación lingüística (CL)
- b. Competencia matemática y competencias básicas en ciencia y tecnología (CM-C)
- c. Competencia digital (CD)
- d. Aprender a aprender (AA)
- e. Competencias sociales y cívicas (CS-C)

- f. Sentido de iniciativa y espíritu emprendedor (SI-EE)
- g. Conciencia y expresiones culturales (CEC)

5. Methodology

The English subject, in this syllabus, is based on the notional-functional approach. Thus, this subject is structured in the four main competences reading, listening, writing and speaking, besides including grammatical and specific vocabulary presented in focus on form technique. In addition, the syllabus of the course relays on the student's book *Advanced Real English 4* (Addison, & Norcott, 2011), backed up by the Workbook and the website *Backpackers around the world*.

Each unit starts with the presentation of the required vocabulary, reading, listening and grammar activities with gradual level of difficulty. The speaking competence is devoted one day per week with the conversational teaching assistant, in which students can carry out their speaking skills through formal or informal conversations or playing games focus on new vocabulary or useful to get by in a foreign country.

These activities pursue a double objective: to assess previous concepts and foster students to participate and increase the interest in this language. Thereby, the teacher is supported by the interactive book and whiteboard to develop her lessons. Using these resources, the teacher is able to catch the attention of the students, and indeed, make easier the teaching process as she uses visual materials in order to present the subject matter.

6. Timing

Term	Months	Units	Sessions per unit	Sessions per term
First	September - December	1.Introduction. What is Culture?	5	
		2.The United States of America	13 (+ 3)	36
		3.Canada	12 (+ 3)	
Second	December- March	4.England	12	
		5.Scotland	10 (+ 3)	38
		6.Ireland	10 (+ 3)	
Third	March- May	7.Australia	10 (+ 3)	25
		8.New Zealand	9 (+ 3)	
Remedial	June	9.South Africa	5	10
Exams		10.India	5	

Note: sessions (+3) are those which will be devoted to exams

- (+1) Reading and writing exam
- (+1) Listening and grammar exam
- (+1) Oral exam/ presentation project

7. Assessment

According to the LOMCE, in order to assess students it is necessary to fulfill the following statements:

- *Identificar el sentido general, la información esencial, los puntos principales y los detalles más relevantes en textos orales*
- *Conocer y saber aplicar las estrategias adecuadas para la comprensión del sentido general, la información esencial, los puntos e ideas principales o los detalles relevantes del texto.*
- *Conocer y utilizar para la comprensión del texto los aspectos socioculturales y sociolingüísticos relativos a la vida cotidiana, condiciones de vida, relaciones interpersonales, comportamiento y convenciones sociales.*

- *Distinguir la función o funciones comunicativas más relevantes del texto y un repertorio de sus exponentes más comunes, así como patrones discursivos de uso frecuente relativos a la organización y ampliación o restructuración de la información.*
- *Aplicar a la comprensión del texto los conocimientos sobre los constituyentes y la organización de patrones sintácticos y discursivos de uso frecuente en la comunicación, así como sus significados asociados*
- *Reconocer léxico de uso común relativo a asuntos cotidianos y a temas generales o relacionados con los propios intereses, estudios y ocupaciones, y un repertorio limitado de expresiones y modismos de uso frecuente cuando el contexto o el apoyo visual facilitan la comprensión.*
- *Discriminar patrones sonoros, acentuales, rítmicos y de entonación de uso común y reconocer los significados e intenciones comunicativas generales relacionados con los mismos*

In order to assess this syllabus, it will be considered two types of assessment which are formative and summative. Regarding the formative assessment, the teacher will be focused on the progress of the students. With this kind of assessment, the teacher pursues to motivate her students to be involved in the subject, especially those who find more difficulties in passing the exams. Therefore, the tools that would be used are the homework, participation, behaviour and their attitude in general. In addition, it would be considered the collaborative work and the website tasks at the end of the semester. At the middle and end of each term, they would also have a final exam in order to check if they have acquired correctly all the contents. Thus, this is the summative assessment.

In addition, regarding the points that are devoted for each activity, they would be organized as it is presented in the following scheme:

Assessed items	Weigh
Participation and class activities	10%
Exams	70%
Website tasks	20%

8. Attention to Diversity

In general terms, it is not necessary to do any curricular adjustment or implement any lesson to a particular student since they have already their specific classes adapted to their level. These were cases of students that they have problems with acquiring the Spanish language, so they will find more difficulties with English. If there were students with other kind of difficulties, I would create another unit with easier activities adapted to their level.

9. Materials and Resources

The materials and resources that will be used along the course would be the student's book *Real Advanced English 4* presented as the main resource of grammar. In addition, the teacher will be supported by the website *Backpackers around the World*. It is a teaching tool which consists of developing the intercultural competence of students. There would be posted different tasks which remind real situations that students may find in real life. Thus, as the teacher will use this website, it is necessary that the class is equipped by an interactive whiteboard.

10. Syllabi

TERM: First		Nº SESSIONS: 5					
UNIT 1: INTRODUCTION. WHAT IS CULTURE?							
Introduction: The purpose of this unit is to review the most important aspects of the English language and become familiar with the term culture and the English-speaking countries.							
Objectives: Review the vocabulary related to places food. Adjectives associated with the personality Grammar review: Present simple and continuous, past simple and continuous, present perfect Comparative adjectives and adverbs Expressing information through oral conversations							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE-	CEC
Contents:							
<u>MODULE 1:</u> listening, spoken Production and spoken interaction			<u>MODULE 2:</u> reading and writing		<u>MODULE 3:</u> language knowledge		<u>MODULE 4:</u> socio-cultural aspects and intercultural awareness
<ul style="list-style-type: none">- Understanding of a conversation about food.- Production of dialogues			<ul style="list-style-type: none">- Overview of writing structure		<ul style="list-style-type: none">- Vocabulary about places and food- Adjectives related to personality		<ul style="list-style-type: none">- Become aware of some general aspects of culture- Presentation of the English-speaking countries.
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative							

TERM: First		Nº SESSIONS: 13 (+3)					
UNIT 2: THE UNITED STATES OF AMERICA							
Introduction: The purpose of this unit is to understand the most relevant aspects of the USA. It also deals with experiences with extreme sports and future plans.							
Objectives: Use correctly the verbs and tenses will, be going to, present simple and present continuous with future ideas. Understand a text about firefighters in New York Understand a real conversation about a festival Do an interview to a friend about extreme sports in California Write an email to a friend inviting him to practice an extreme sport Pronounce correctly the phonemes /ɪ/ y /e/							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE–	CEC
Contents:							
MODULE 1: listening, spoken Production and spoken interaction		MODULE 2: reading and writing		MODULE 3: language knowledge		MODULE 4: socio-cultural aspects and intercultural awareness	
<ul style="list-style-type: none">- Listening of a real conversation about a festival- Speaking structures to express surprise		<ul style="list-style-type: none">- Write an email to a friend inviting him to the USA- Reading about firefighters in New York		<ul style="list-style-type: none">- Vocabulary related to risk and danger- Grammar: Be going to/will- Collocations with the word risk		<ul style="list-style-type: none">- Find in a map the landmarks of New York- Talk about the typical food of each state.	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative and summative							

TERM: First		Nº SESSIONS: 12 (+3)					
UNIT 3: CANADA							
Introduction: The purpose of this unit is to review the most important aspects of Canada and become familiar with its history and culture.							
Objectives: Learn vocabulary related to the cinema and television. Learn the relative clauses. Read and understand a review of the Serie <i>Game of Thrones</i> . Learn cultural aspects of Canada such as its history and geography. Listen of a discussion about Game of Thrones. Make a competition of asking and answering about Canada and its TV programmes. Identify and produce the sounds /s/, /k/ y /tʃ/							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE-	CEC
Contents:							
<u>MODULE 1:</u> listening, spoken Production and spoken interaction		<u>MODULE 2:</u> reading and writing		<u>MODULE 3:</u> language knowledge		<u>MODULE 4:</u> socio-cultural aspects and intercultural awareness	
<ul style="list-style-type: none">- Listen a discussion about Game of Thrones.- Competition about this serie		<ul style="list-style-type: none">- Read a review- Write a review of your favourite serie and include positive and negative point of views.		<ul style="list-style-type: none">- Vocabulary related to cinema and TV.- Relative clauses- False friends: character, embarrassed, customer and actually.- Word power: costume, custom, customer.		<ul style="list-style-type: none">- Understanding of an article about the most powerful women in the world.- Interesting information about the Canadian natives and its symbols.	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative and summative							

TERM: Second		Nº SESSIONS: 12	
UNIT 4: ENGLAND			
Introduction: The purpose of this unit is to review the most important aspects of England and become familiar with its history and culture.			
Objectives: Learn vocabulary about social interactions and lifestyles in the city. Use correctly the conditionals. Read and understand a text about the multiculturalism in London. Listen to a radio programme where a volunteer of an ONG offers an interview Write a report showing the advantages of how to improve a neighbourhood. Identify and produce the sounds /g/ y /dʒ/			
Competences:	CL	CM-C	CD AA CS-C SI-EE– CEC
Contents:			
MODULE 1: listening, spoken Production and spoken interaction		MODULE 2: reading and writing	
<ul style="list-style-type: none">- Talk about cities and towns.- Listen to a neighbour describing its neighbourhood.		<ul style="list-style-type: none">- Read a text about multiculturalism in London.- Write a report of your neighbourhood.	
		MODULE 3: language knowledge	
		<ul style="list-style-type: none">- Vocabulary about lifestyles and cities- Grammar: the conditionals.- False Friends: ancient	
		MODULE 4: socio-cultural aspects and intercultural awareness	
		<ul style="list-style-type: none">- Gastronomy of Wales- Interesting information of Trafalgar Square- Creation of a recipe.	
Methodology: Communicative Language Teaching			
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)			
Assessment: Formative			

TERM: Second		Nº SESSIONS: 10 (+3)					
UNIT 5: SCOTLAND							
Introduction: The purpose of this unit is to review the most important aspects of Scotland and become familiar with its history and culture.							
Objectives: Learn vocabulary about marketing and shopping Use of the passive voice in past, presents and future. Use of the causative voice Understand a text about the Black Friday Understand a text about William Wallace Speak with the hotel manager in order to book a room Identify and produce the sounds /tʃ/, /f/ y /dʒ/							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE	CEC
Contents:							
MODULE 1: listening, spoken Production and spoken interaction		MODULE 2: reading and writing		MODULE 3: language knowledge		MODULE 4: socio-cultural aspects and intercultural awareness	
<ul style="list-style-type: none">- Speaking. Use specific structures to figure out information.- Listen to a newsreader talking about the Single Day.		<ul style="list-style-type: none">- Write an opinion letter about the advantages of travelling.- Read an article warning customers about shopping.		<ul style="list-style-type: none">- Vocabulary about marketing- Grammar: the passive voice- False Friends: luxury, designed and large		<ul style="list-style-type: none">- Scottish words and frequent expressions.- Important historical figures in Scotland (William Wallace).- Create a trip to Stirling (with its landmarks).	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative and summative							

10. 1. Didactic Unit 4º ESO: Unit 6: Ireland

- **Introduction**

From my point of view, one of the most essential elements to take into consideration when one is learning a language is the culture. Thus, in this case, I want to include some activities related to the Irish culture. The main topic of the Unit is travelling, so these cultural activities are well interrelated with the rest since both topics are similar.

I have decided students of 4th of ESO since I think they are mature and wise enough to understand and carry out the different activities. Thus, The Real Advanced English book will be used as one of the most representative tools of the unit, but not as the only one as it will be supported by the website *Backpackers around the world*.

In this unit, it is included some relevant aspects of the Irish culture which do not appear in textbooks. The aim of this didactic unit is to go beyond this and show students idiomatic phrases, colloquial expressions or even funny traditions to achieve a good acquisition of the language and the contents. Therefore, these cultural activities are interrelated with the rest of the activities just not to do tough the teaching and learning process of the contents.

Furthermore, as the unit presented previously, it includes activities based on a deductive method just to make students think and analyze the activities. It is not looking for the quickest answer, but the most accurate. Therefore, to conclude, this unit presents to students a wide range of cultural aspects of anglophone countries, especially associated with the green island.

- ***Objectives***

The objectives of this unit are the following:

1. Learn the vocabulary related to travel and travel arrangements
2. Use correctly the modal verbs: may, might, can, could, be able to, should, ought to, must / have to / need to y mustn't.
3. Read in a comprehensive and autonomous way an article from a website related to travelling (Family on the Move), high speed trains (On the Fast Track) and about travel websites
4. Listen and understand a conversation between two teenagers making travel arrangements.
5. Describe and talk about pictures of different places of holidays. They should be able to discuss about the advantages and disadvantages of travelling to these places.
6. Write a review paying attention on the structure and the specific which this text requires.
7. Identify and produce the sounds /u:/ y /ʊ/.
8. Understanding of some cultural aspects of the Irish culture.
9. Understanding of some cultural videos from youtube.
10. Be autonomous in producing all the vocabulary and grammar acquired along the unit.

- ***Competences***

This unit presents an approach based on the Key Competences included in the basic syllabus of the Comunidad Autónoma de La Rioja in the subject Primera Lengua Extranjera (Inglés). The Secondary Education is a period in which the communicative competences are relevant since students can develop some tasks or some complex problems in different situations that they must face in real life.

It is going to be considered the attitudes, skills and knowledge that students will develop and use the language in specific situations. So, the learning of the language through competences will be in favour of the professional developing of the students.

The key competences according to the Spanish Educational System are the following:

1. Comunicación lingüística (CL)
2. Competencia matemática y competencias básicas en ciencia y tecnología (CM-C)
3. Competencia digital (CD)
4. Aprender a aprender (AA)
5. Competencias sociales y cívicas (CS-C)
6. Sentido de iniciativa y espíritu emprendedor (SI-EE)
7. Conciencia y expresiones culturales (CEC)

- ***Contents***

These contents included in this Didactic Unit are the following:

Vocabulary

- Vocabulary associated with travelling and travel arrangements.
- Development of the activities in order to practice the vocabulary already acquired in the text and show the autonomy using them.
- *Advanced Language*: collocations related to travelling.

Listening

- Understanding of a conversation between two teenagers who are organizing a trip.
- Production of several activities in order to demonstrate that the contents of the conversation has been understood.

Grammar

- Use of the modal verbs may and might in order to talk about possibility.
- Use of the modals can, could and be able to express ability and possibility.
- Correct use of the grammar that students have seen along the section through the different activities.
- Understanding of the audio correction in order to check if there answers are

correct or not.

- Use of the modal verbs should and ought to give advice.
- Use of the modal verbs must, have to and need to talk about an obligation or necessity. And mustn't in order to express prohibition.

Speaking

- Implementation of the vocabulary and grammar learnt in the unit and practiced in class.
- Oral conversation in order to organize trips through the use of the grammar and vocabulary.
- Have a real conversation talking about different places using the given grammar and vocabulary.
- *Advanced Speaking*: fixed sentences in order to buy bus or train tickets.

Reading

- Reading of an online article about a family who travels in a caravan and a text related to high speed trains.
- Development of some activities to show if students have understood the text.
- Relation of the words from the text and their definition.
- *False Friends*: actually, success, major.
- *Did You Know?*: interesting information about living in a caravan.
- *Word Power*: differences between in time and on time.
- *Advanced Language*: Cambridge mock exam.

• *Curricular Adjustments*

During my apprenticeship in Rey Pastor, we did not have to adapt the lessons to any of the students since all of them could follow the class. It was appreciated that in some classes, the level of the English language was variable. If there were students with other kind of difficulties, I would create another unit with easier activities adapted to their level.

- ***Methodology***


This unit is structured in accordance with the competences of reading, listening, writing and speaking. Thus, this unit is based on the notional-functional approach. There are also some specific grammar and vocabulary presented through the strategy focus on form. This unit relays on the textbook Advanced Real English 4 (Addison, & Norcott, 2011). In addition, it has to be highlighted that the activities are presented in a gradual level of difficulty, starting with the easier and finishing with the most complex ones.

There are two lessons which are devoted to the speaking competence supported by the conversational teaching assistant in order to help students to be more autonomous with the English language. These activities pursue a double objective: to assess previous concepts and foster students to participate and increase the interest in this language. Finally, the teacher is supported by the interactive book and the website to develop her lessons.


- ***Planning***

In this section, it is exposed the different activities proposed for the unit with each timing for each activity. Each section is divided in 50 minutes. Each of the competences named previously will be presented with acronyms in the first column. Following the activity and the objectives exposed with its number. Each activity will be presented with its materials used along the session. Finally, in the last column it appears the timing devoted for each activity.


SESSION 1

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL CD AA CEC	1	Presentation of some pictures from different places. Can you describe the pictures? Where are they taken? In pairs: ask what they think people can do there, about things they can see, sports and activities they can do there.	Power point presentation Interactive whiteboard	20'
	1	List of the vocabulary required: check the translation and pronunciation	Interactive whiteboard	5'
	1	Activities from the book 3 and 4 p. 97	Interactive book	5'
		Listening about travelling. Activities 2,3 and 4	Interactive book	20'


SESSION 2

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL AA CEC	3	Reading activity: read and translate the text	Interactive book	10'
	3	Activities from the book 5, 6, 7 and 10		20'
	9	<i>Backpackers around the world:</i> Video of the last survivor Do a writing about this	Interactive whiteboard	20'


SESSION 3

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL CD AA CEC	2	Grammar: explanation with a powerpoint presentation and activities student's book	Interactive whiteboard	30'
	4	Listening page 104, 3 and 4	Interactive book	15'
	9	<i>Backpackers around the world:</i> Video from youtube: The Graham Norton Show, talking about accents.	Interactive whiteboard	5'


SESSION 4

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL CS-C AA SI-EE CEC	10	<i>Backpackers around the world:</i> Speaking with the auxiliary of conversation. Real conversation: how to buy tickets for the Luas (tram) in Dublin.	Interactive whiteboard Blackboard ...	50'


SESSION 5

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL AA	1,2	Translate some sentences into English (vocabulary of the unit)	Interactive whiteboard	15'
	6	Writing: explanation of the review	textbook	20'
CEC	8	<i>Backpackers around the world:</i> Irish idiomatic expressions	Interactive whiteboard	15'
		Homework: write a review		


SESSION 6

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL	1	Vocabulary exam	Exam papers	10'
AA CEC	3	Reading about trains, activities 1,3,4,6 page 102-103	Interactive book	25'
	8	<i>Backpackers around the world:</i> frequent colloquial expressions used in Ireland	Interactive whiteboard	15'


SESSION 7

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL	7	Pronunciation game: Say it right!	Powerpoint presentation	10'
AA	2	Grammar activities: 8,9, 10, 11	Interactive book	20'
	1	Workbook: vocabulary part		10'
	1,2	Translation of sentences into English		10'


SESSION 8

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL	1	Vocabulary Quiz activities 1, 2, 3 page 104	Interactive book	10'
AA	1	Advance your language		5'
CS-C	2	Workbook: grammar activities		20'
		<i>Backpackers around the world:</i> Listen to a joke in a radio program of a little girl from Dublin	Interactive whiteboard	5'
CEC	10	<i>Backpackers around the world:</i> Explanation of the project and create groups. Plan your trip with your friends, you need to find real information: place, accommodation, what to do, means of transport, attractions, landmarks...	Interactive whiteboard	10'


SESSION 9

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL AA CS-C SI-EE CEC	5	Speaking with the auxiliary of conversation. Present the conversation they made up. Half an hour of practice and then presentation	Interactive whiteboard Blackboard ...	50'


SESSION 10

COMP.	OBJ.	ACTIVITIES	MATERIALS	
CL	2	Project: each group has to work in their project	Notebook, Computer	50'
AA	4		
SI-EE	6			
CEC	9			


SESSION 11

COMP.	OBJ.	ACTIVITIES	MATERIALS	
		EXAM: Grammar and writing	Sheets of papers	50'

SESSION 12

COMP.	OBJ.	ACTIVITIES	MATERIALS	
		EXAM: Reading and listening parts	Sheets of paper and audio	50'

SESSION 13

COMP.	OBJ.	ACTIVITIES	MATERIALS	
LC CD CS-C CEC	10	Each group must present their project in front of the class. As there are 5 groups, they have 10 minutes to prepare the presentation and speak.	Blackboard Interactive whiteboard Powerpoint presentation Youtube videos....	50'

- ***Assessment***

In this unit, it will be taken into consideration several types of assessment which are the individual, formative, summative and self-assessment with the purpose of ensuring a significant learning. With these methods, the student will be able to learn about their own mistakes and try to resolve them.

As it was explained in the other didactic unit, for the formative assessment, the tools that would be used are the participation, behaviour, the notebook, the collaborative work

and homework. For the summative, this unit will take into account the final exam. And finally, the self-assessment is a good way to make the student be aware of his progress and necessities helping him to be involved in his learning process.

In addition, regarding the points which are devoted for each task, they would be organized as it is presented in the following scheme:

Participation and class activities	0'5%
Exam	35%
Project and website tasks	10%

It is necessary to explain that the semester will contain two partial exams, so in this unit there is designed one of those exams.

TERM: Third		Nº SESSIONS: 10 (+3)					
UNIT 7: AUSTRALIA							
Introduction: The purpose of this unit is to review the most important aspects of Australia and become familiar with its history and culture.							
Objectives: Learn vocabulary related to parts of the body and health. Use correctly the modal verbs. Read and understand an article of a boy who undergoes an illness Listen and comprehend an interview of three famous athletes. Speculate about health and Health Care System. Write an informal email Identify and produce these phonemes /i:/ y /ai/							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE	CEC
Contents:							
<u>MODULE 1:</u> listening, spoken Production and spoken interaction		<u>MODULE 2:</u> reading and writing		<u>MODULE 3:</u> language knowledge		<u>MODULE 4:</u> socio-cultural aspects and intercultural awareness	
<ul style="list-style-type: none">- Listen a radio programme- Speculate about the Health Care System		<ul style="list-style-type: none">- Read an article about music- Write an informal email.		<ul style="list-style-type: none">- Vocabulary about body and health- Grammar: may/might, can/could/be able to, must/need to/have to, should/ought to.		<ul style="list-style-type: none">- Know more about curiosities of Australia- Learn more about traditional and current groups of music.	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative and summative							

TERM: Third		Nº SESSIONS: 9 (+3)					
UNIT 8: NEW ZEALAND							
Introduction: The purpose of this unit is to review the most important aspects of New Zealand and become familiar with its history and culture.							
Objectives: Learn vocabulary about mystery and descriptive adjectives Use correctly used to/ be used to/ get used to. Read and understand a blog post about trips made for blind people Listen and understand a conversation about an experiment Talk about one’s feeling, and how do you feel doing some kind of activities. Description of a past activity that they did when they were young Identify and produce the following phonemes /w/, /j/, /ɒ/, /əʊ/ y /ɔ:/							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE	CEC
Contents:							
<u>MODULE 1:</u> listening, spoken Production and spoken interaction		<u>MODULE 2:</u> reading and writing		<u>MODULE 3:</u> language knowledge		<u>MODULE 4:</u> socio-cultural aspects and intercultural awareness	
<ul style="list-style-type: none">- Listen to a conversation about an experiment- Talk about one’s feeling		<ul style="list-style-type: none">- Read blog post about blind people- Description of a past activity		<ul style="list-style-type: none">- Vocabulary related to mystery- Grammar: used to/be used to/get used to.- Verbs plus gerund or infinitive		<ul style="list-style-type: none">- Understand a text about the natives of New Zealand and its tradition.	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative and summative							

TERM: Remedial exams			Nº SESSIONS: 5				
UNIT 9: SOUTH AFRICA							
Introduction: The purpose of this unit is to review the most important aspects of South Africa and become familiar with its history and culture.							
Objectives: Learn more about Nelson Mandela Watch the film Invictus Make a review of a film							
Competences:	CL	CM-C	CD	AA	CS-C	SI-EE	CEC
Contents:							
MODULE 1: listening, spoken Production and spoken interaction		MODULE 2: reading and writing		MODULE 3: language knowledge		MODULE 4: socio-cultural aspects and intercultural awareness	
<ul style="list-style-type: none">- Watch the film Invictus		<ul style="list-style-type: none">- Reading about the life of Nelson Mandela- Make a review of a film		<ul style="list-style-type: none">- Grammar: review of past verbs		<ul style="list-style-type: none">- Know more aspects of South Africa history.- Learn more about the figure of Nelson Mandela	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative							

TERM: Remedial Exams				Nº SESSIONS: 5			
UNIT 10: INDIA							
Introduction: The purpose of this unit is to review the most important aspects of India and become familiar with its history and culture.							
Objectives: Learn more about Bollywood Read an article of the most famous actors Analyse a clip of a Bollywood film Speculate about the meaning of the clips.							
Competences: CL CM-C CD AA CS-C SI-EE– CEC							
Contents:							
<u>MODULE 1:</u> listening, spoken Production and spoken interaction		<u>MODULE 2:</u> reading and writing		<u>MODULE 3:</u> language knowledge		<u>MODULE 4:</u> socio-cultural aspects and intercultural awareness	
- Watch a Bollywood film		- Reading of an article of the most famous actors.		- Review of the grammar of the whole year.		- Learn more relevant aspects of the Indian culture. - Learn some aspects of Hinduism.	
Methodology: Communicative Language Teaching							
Materials and resources: Textbook, workbook, interactive whiteboard and book, website (Backpackers around the World)							
Assessment: Formative							

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II. INNOVATIVE PROJECT

BACKPACKERS AROUND THE WORLD

AN INNOVATIVE TOOL TO EXPAND STUDENTS' INTERCULTURAL COMPETENCE

Abstract

It can be said that in order to master a language, it is necessary to have a domain on some cultural aspects of the target language. Thus, it is important to include cultural elements in the lessons as an integrated part of the subject matter. It is required to bear in mind that we have to go beyond stereotypes and clichés. For this reason, the best tool a teacher can use is the Internet. Therefore, this dissertation is based on the creation of a new website named *Backpackers around the World*. Here, students play the role of backpackers and they will travel around the world, meeting all the English-speaking countries. The main aim of this website is to expand students' intercultural competence through a Task-Based approach. They will learn some aspects of history or traditions but they will also face real situations that they may find when they go abroad. Furthermore, the purpose of this website is to trigger the interest of the subject motivating students through the presentation of some materials unknown and curious for them.

Key Words: Website, Intercultural Competence (IC), Task-Based Language Teaching (TBLT), Syllabus and Culture.

1. Introduction

In my opinion, in order to master a language, you need to know the culture, customs and some knowledge of the important historical events of the country. For all these reasons, I have decided to create a new website as a tool supporting the classroom-teaching of the English subject. In this website, it is collected the most important cultural aspects of the English-speaking countries and some anecdotes or important historical or literary works. The methodology used in this website is based on the Task- Based Language Teaching (TBLT). Therefore, students will develop the different activities using as a working language English. The purpose of this website is to trigger the interest of the subject motivating students through the presentation of some materials unknown and curious for them.

Therefore, it can be claimed that culture plays a crucial role in teaching a foreign language. Indeed, a language cannot be neutral since it always conveys culture. These terms are interrelated and cannot be separated. It can be said that cultures represent identity, so we are prone to relay on our cultural parameters. There is no objective point of view because we are influenced by the way we see the world. Thus, when a culture is integrated in a lesson, it is necessary to go beyond the boundaries of stereotypes and clichés, although sometimes they become true.

This website is designed for a whole course year, so the course syllabus and the innovative project are interrelated. The purpose of this is to focus and highlight those important aspects of each society useful for students' learning of English. Nowadays, English is presented as the Lingua franca, hence, everyone can speak that. However, I consider that it is necessary to be in contact with the native culture to understand some specific aspects of the language.

One of the best ways to understand and learn a new culture is through the Internet. It can be used as a useful tool of information. English as a first language is spoken in many countries, so due to new technologies, teachers are able to go to any of the corners of the world such as India, South Africa or even New Zealand. They can show students their culture, the difference of accents... There are some studies which claim that the proficiency level is impossible to acquire without any knowledge of the native culture. Thus, in the following pages it is included some definitions of Intercultural Competence, and some resources which support these statements.

2. Literature Review

2.1. Intercultural competence

Nowadays, the principal aim of learning a second language is communication. However, many students have realized that although they have perfect dominion on grammar skills, they face problems at the interpersonal level when they speak with native speakers (Pablo, 2008, p.11).

One of the reasons why they face these problems is because there is not a proper atmosphere to learn this language in class. In other words, it is difficult to find a successful English atmosphere in Spanish secondary schools. They will not be themselves immersed in a real situation unless they go to an English-speaking country (Calvo, 2007, p.231). This lack of practice in the communicative competence relays on the fact that, the English subject, up to today, has focused on other skills rather than on this competence.

According to Gumperz and Hymes (1972: vii), the meaning of the term Communicative Competence (CC) could be interpreted as “what a speaker needs to know

in order to be able to communicate appropriately within a particular speech community”. These words can be associated with the cultural knowledge that a foreign speaker needs to know in order to master the target language. As BrØgger (1992, p.10) claims “the study of the culture in which a specific language is spoken has come to be regarded as increasingly important for the understanding of that language”. Therefore, culture plays a vital role in the acquisition of a foreign language (Lamas, 2014, p.134).

It must be taken into consideration that in order to communicate successfully and have an overview of the native culture, students should improve their intercultural competence. This term, according to Deardorff (2006, p.241-266) is conveyed as “the ability to develop targeted knowledge, skills and attitudes that lead to visible behaviour and communication that are both effective and appropriate in intercultural interactions.” It is necessary to have a general outlook and specific knowledge of the target language, as the specific skills and attitudes used in those English-speaking countries to ensure an effective intercultural communication (Clouet, 2008, p.162).

Furthermore, the advance of the intercultural studies in the recent decades has been emphasized by the globalization since societies are in need of communicating with the rest of countries. Indeed, the use of Internet contributed to this increase considering it as an efficient tool for intercultural training (Espinar & Raigón, 2012, p.115). However, L2 speakers may find some problems when they try to improve their intercultural competence, especially at school, when students and teachers share the same language and cultural background (Morain 1987, p.121).

Non-native speakers should be taught some cultural aspects in order to interpret foreign conversation avoiding their own cultural rules. As Brown and Levinson point out in their Politeness Theory (1987), the public self-image that one presents into society can

be interpreted as positive or negative. These faces are triggered due to the cultural transfer. This cultural transfer involves two main problems that L2 students may find which are:

- They go back to their mother tongue
- Trouble in interpreting and expressing some aspects related to culture. For example: when you meet someone for first time, in England they have a handshake and in Spain, we give two kisses.

Many linguists agree in the statement that a language is impossible to acquire in an isolated way without its respective culture (Calvo, 2007, p.232). Finally, the extreme case that a non-native speaker can find is the culture shock. It conveys the lack of integration and mimesis on the foreign country seeing at the beginning the culture as a boundary impossible to overcome and not know how to adapt to it. They realize about the differences between the target culture and their own one (Oberg, 1960, p.177-178).

Nowadays, English is depicted as the lingua franca. Thus, it sadly become “denationalized” (Clouet, 2008, p.153). Therefore, there is no any particular culture associated with this language in general terms making though to choose which culture is the best to teach as the background. To conclude, language and culture are two terms interrelated between them since both contribute to develop the intercultural and communicative competence (Lamas, 2014, p.138).

2.2. Task-Based Approach

During the last decades, the Task-Based Approach (TBA) has increased its popularity in the language teaching field. In this discipline, there have been always changes and improvements in order to find out the best way to teach the English

language. It can be seen that there is a shift in the teaching methodology since now they put the emphasis on the process (in how to do things) rather than on the content (Sánchez, 2004, p. 41).

As there are a wide range of definitions of the term *task*, the one I have chosen is the one proposed by David Nunan (2004) as I believe it accurately reflects my point of view of what is a pedagogical task.

“Piece of classroom work that involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right with a beginning, a middle and an end.”

(Nunan, 2004, p.4)

Richards, Platt and Platt also offer the following definition: "an activity which is designed to help achieve a particular learning goal... such as using the telephone to obtain information (Cuesta, 1995, p.91). In addition, as Willis and Willis (2001, p.173) point out, tasks vary from grammatical exercises in that students can use a wide variety of language structures to complete the task, without offering the specific structures.

In order to create these pedagogical tasks, teachers should follow some steps if they want to achieve a successful outcome. Meyer (2010, p.13-19) presents some useful strategies to carry out these tasks:

1. Rich Input: it is considered one of the main pillars of foreign language acquisition. The content of the classroom should interrelate the global problems with the daily life of students and their interests. Furthermore, Krashen in his Monitor Hypotheses highlights the relevance of motivation and how it is reflected in the language learning process.
2. Scaffolding Learning: Students need an ample support to cope with language input since they have to deal with real and authentic material from native speakers. With this, teachers will ensure the outcome that input becomes intake.
3. Rich interaction and output. Long in his Interaction Hypothesis suggests that interaction significantly facilitates the acquisition of a new language using as a vehicle the target language. He claims that “interaction connects input, internal learner capacities, particularly selective attention, and output in productive ways” (Meyer, 2010, p.17).

Therefore, the Task-Based Language Teaching (TBLT) highlights the importance of using authentic material in the lessons since as Meyer (2010, p.17) claims, “languages are acquired most successfully when they are learned for communicative purposes in meaningful and significant social situations”. With this task, what it is looking for is the improvement of fluency, accuracy and complexity in the target language production.

However, one can find several difficulties to implement this methodology in the L2 classes since there is lack of task-based manuals (Sánchez, 2004, p.39). This approach stresses the connection between the English language and other different subjects of the curriculum. At the end, the purpose of this methodology is to motivate

students to study this language, to invite them to be immersed in the English culture focusing the attention on the communicative competence.

2.3. Spanish Syllabus

In a deep analysis of the Spanish curriculum, it can be found that it gives prominence on writing and grammatical skills over the oral, especially on speaking. The kind of syllabus is Type A synthetic since it focuses on what it is learnt. Therefore, there is a preselection of arrangements which are artificial, so it does not bring authentic materials into the class. It is external from the learner and determined by a superior authority ("Syllabus design", 2017).

The purpose created with this innovative tool is to help teachers to follow the Type B syllabus, analytic in which it is emphasized the learning process rather than only the outcome of this process. One of this kind of syllabi can be known as Task- Based Language Teaching (Cuesta, 1995, p.91). With this, it is proposed to help students in the acquisition of the target language supported by their critical capacities got through the introduction of cultural aspects during the lessons. As it is included in the Common European Framework of Reference for Languages (CEFR, 2001), not only their knowledge of English can be improved, but also their intercultural competence. Its principal aim is “to promote the favourable development of the learner’s whole personality and sense of identity in response to the enriching experience of otherness in language and culture” (Lamas, 2014, p.129).

3. Presentation of the Innovative tool

As it can be analysed, textbooks do not provide useful materials related to culture, just few anecdotes of specific places, especially related to The United States or England. As I said previously, English is the Lingua Franca so it is de-nationalized which means that it cannot be associated with any specific culture. Thus, any culture can be considered superior than the others. Taking into consideration historical background, there are evidences that there are some countries which were more prominent than others along history. However, although the most part of this website is supported by historical facts, all the English-speaking countries cultures will be treated in the same way.

The idea of creating this resource was backed up by the lack of awareness of some cultural aspects belonged to these countries. In addition, I strongly believe that in order to master completely and successfully a second language, it is necessary to be aware of its culture, customs and attitudes. The ideal situation would be to go abroad, but actually, not everyone can afford this. Thus, the purpose of this website is to bring these cultures and societies into students' home to understand better some aspects of the language working through tasks made by real material.

This website will consist on a trip around the world, travelling through the different English-Speaking countries learning some relevant aspects of history, their societies, curiosities, traditions and anecdotes among others. The name given to this website is *Backpackers around the World*. Therefore, students will play the role of backpackers who are going to travel around the world facing different situations in which they have to show their English skills, not only oral but also written. The purpose of adopting this role is to make them become more interested in English cultures and feel curious about them.

The main topic of this website is travelling, and although it is a fictional trip, it can make them express some feelings or face some situations that they must find in real life. With all these activities, the purpose of this website is to make students more open-minded and tolerant, learning values and respect to others, something that we are losing nowadays. Hopefully, at the end of the course, students can realise that English is everywhere and they can learn so many things through it.

Another purpose of this website is to create a real tool that can be now implemented in a class. However, I am aware of the limits of the Spanish curriculum, so it would be used as a supporter of the student's textbook. This book would be used as the main grammar resource. Finally, through this website, the teacher can use as many applications as she wants as it is designed through a stencil of Wix. This is the website created for this innovative project: <https://idoiaeneriz.wixsite.com/misitio>. In addition, it allows you to include all the kind of elements and applications that you want.

4. Methodology

4.1. Objectives

The purpose of creating this website is based on the following aims:

- To expand students' knowledge in English-speaking countries culture as well as to be aware of some historical issues.
- Using and express in an autonomous way the intercultural vocabulary acquired during the sessions.
- To be able of using idiomatic expressions frequently used in an English-speaking country.
- To develop the ability of using ICT such as post a writing or comment on the blog.

- To be immerse in the English culture through the development of the different tasks proposed on the website.
- To face real situations that they may find in real life such as buy a ticket or book a room in a hotel.

4.2. Participants

This tool is aimed at students of 4th of ESO since these are topics which requires some general culture knowledge. The English teacher would be in charge of two classes of 27 members each. So, both of these classes would undergo this experiment. This number of students is taken as reference from the school Rey Pastor (Logroño), where I did my apprenticeship. Therefore, any control group would be established. According to the Common European Framework of Reference for Languages, the level of English is B1. However, not all students possess the same level of English, since ones reach superior levels, or others remain in lower levels. Therefore, the duty of the teacher, apart from the objectives explained previously, is to support these students, scaffold them in order to create a homogeneous group, and make them follow the lessons.

4.3. Instruments

This tool is presented as an online resource, therefore, the most important element required is to have access to Internet. Thus, the class has to be equipped with an interactive whiteboard. Through this website, *Backpackers around the World*, the teacher will send most part of the homework. It is essential to ask students beforehand if they have facilities to connect to the net.

In addition, apart from the website, it will be used the student's book Real Advanced English 4 (Addison and Norcott, 2011) as a main source of grammatical information. Both materials, the website and the textbook, will be complemented and will be supported one of the other achieving a better understanding and acquisition of the subject matter.

4.4. Procedure

It is going to be used as a portal. The topic that this website is going to be based is travelling. Students are going to become backpackers and they are going to travel around the world. The idea that they are going to be backpackers is that they will not have plenty of money to do the trips that the teacher proposes. They have to overcome some situations or face problems that they may find in real life.

During the whole course, they will do activities all interrelated and associated with the same theme, travelling. The most recurrent topic used in the activities will be backed up by history since I consider one of the main resources in order to understand a culture. However, other customs such as music, dancing or even food would be included as part of activities. The main aim is to make students aware of all the events and facts trigger in the society that we know nowadays.

This website is divided in different sections. Each one devoted to a specific purpose. In the main page, named *Home*, it appears the main title *Backpackers around the World* with a background image of skyscrapers and a philosophical phrase below "Not all those who wander are lost".

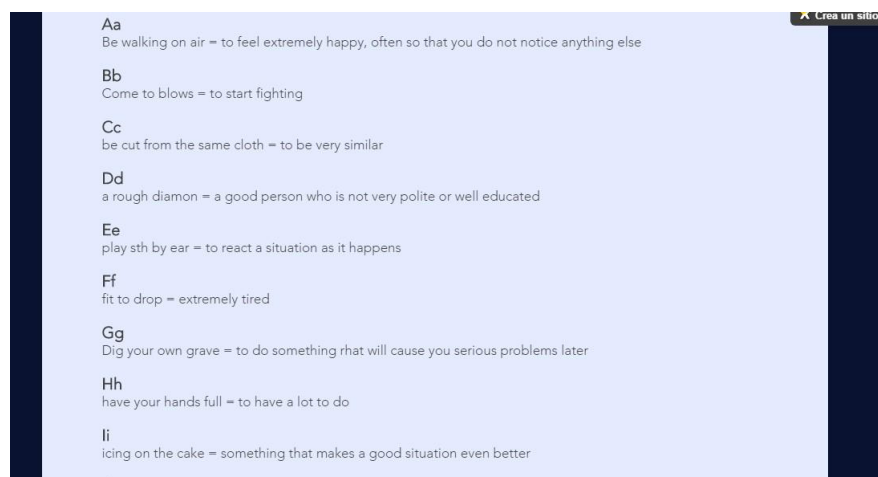


All of these elements are connected to the same theme. After that, it will be included all the posts that the teacher would upload. For example, the first post *Welcome Backpackers!* introduces this quest to students and explaining how it works¹. So, during the whole course they must behave as real backpackers.

The next section is devoted to an idioms dictionary. In this part, there would be included all the idioms seen at class or in the development of the different tasks proposed in the website. The sketch of this part is the following:



¹ Included in the Appendix.



In this section, the teacher will be the only one who is able to write on the dictionary but it is a duty of students to send a private message with the idioms and its definition, Spanish words are forbidden. This part is included since I consider that learning idioms is one of the best techniques to increase the intercultural vocabulary. Students must pay attention on the idioms the teacher will include in all the posts (seen in the sample activity of William Wallace). Students have to figure out where the idioms are, and with a private message send to the teacher with its correspondent translation. They will be assessed and it will be counted as participation points.

The following part would be devoted to History. Here, the teacher will upload all the required information to carry out the tasks. Sometimes, students will need to investigate some historical aspects such as the life of Nelson Mandela or the origin of Maori civilization. So, the teacher will provide all this information to not make them lose time and ensure it is trustworthy. The aim of this part is not to present the information yet as another history book. It will focus on specific and anecdotic facts of history that may catch the attention of students.

Then, it will emerge the blog where the teacher will post all the tasks that she wants to propose to her students. Directly, through this website, they will work in deep the

writing skills, as they must write comments or upload posts. The kind of activities² that would be proposed would be to ask a question in a post and students should answer on the comments. Not any answer would be accepted, it will take into consideration the accuracy, grammar and creativity. One example of these tasks would be:

Sample activity of William Wallace

Unit 5: Scotland.

1st week: in the history section, it will be uploaded some information about the life of William Wallace. At the end, it would be included some questions about the theory that they should answer and send to the teacher through this website. They would do this task as a reading comprehension.

2nd week: it would be uploaded a post with a clip of the film *Braveheart*. They have to answer some questions proposed by the teacher. It would be used this activity as listening comprehension.

3rd and 4th weeks: it would be focus on the speaking skills. This activity will be divided in two sessions, with the conversation assistant. Students would find the following post.

As you are so interested in the life of **William Wallace** after all the research you have done, you are keen on going to Scotland and meet the place where this historical figure was born. It is Stirling and it is located on the Highlands! You have already done a bit of investigation and you want to visit all the important landmarks of the town such as the castle or the William Wallace monument. It will take you the whole day to visit all these places, so, you will need an accommodation for sleeping. As you are a backpacker, this hostel is the best one you have found, Willy Wallace Backpacker

² Included some of them in the Appendix

hostel. You have to call this place and book a bed. You want to have breakfast included but you have to leave the hostel before it opens the canteen, can you resolve it??



You will develop this activity with your partner, adopting the role of a backpacker and the hotel manager. You have to create a phone conversation which will take 3 minutes. You will present it in front of the class.

Good luck with the search and **keep the heid!**

#Ilovetravelling #Scotland #Stirling #Highlands #WilliamWallace

#seeyouinclass

These posts are designed in such a way that they remind Instagram posts. It would be included hashtags and philosophical phrases, so trendy among teenagers. In addition, they can give a like to the post, write emojis as comments and even share them in other social websites. The purpose of this is to make this website more attractive and immerse students into the English language.

As it was said previously, in the tasks, it would be included some idiomatic expressions such as *Keep the heid!* which appears in this example. It is the students' responsibility to identify it and send the correspondent definition. Although the idioms

have a Spanish counterpart, there would not be allowed to post them since the purpose of this website is to recreate a complete immersion in the English language.

Finally, the last section is devoted to the forum. Each student, at the end of the term must upload a post about some place or curious things related to the units of the trimester. It will consist of a title and then a writing, no more than 150 words. They should be creative and add photos or videos if they want. This part is presented as a substitute of the traditional writings that students hand to their teachers. Instead, they can distribute their time as they get pleasure. For example, in this website, it is included an example of the form “describing a place”. As it is considered a new thing, and they have to work with a computer, it can catch the attention of students, even the ones who are not interested in the subject. It is dynamic and enjoyable, or at least, that is the purpose.

4.5. Timing

The purpose of this website, as it was explained previously is becoming a supporter of the student’s textbook. Therefore, it is going to be used during the whole academic year. As the course is divided in three terms, this is also divided in units as it can be appreciated in the following table:

TERMS	UNITS
	UNIT 1: Introduction
1 st term: from September	UNIT 2: The United States of America
to December	UNIT 3: Canada
	UNIT 4: England
2 nd term: from December	UNIT 5: Scotland
to March	UNIT 6: Ireland
3 rd term: from March to	UNIT 7: Australia
May	UNIT 8: New Zealand
Remedial exams: June	UNIT 9: South Africa
	UNIT 10: India

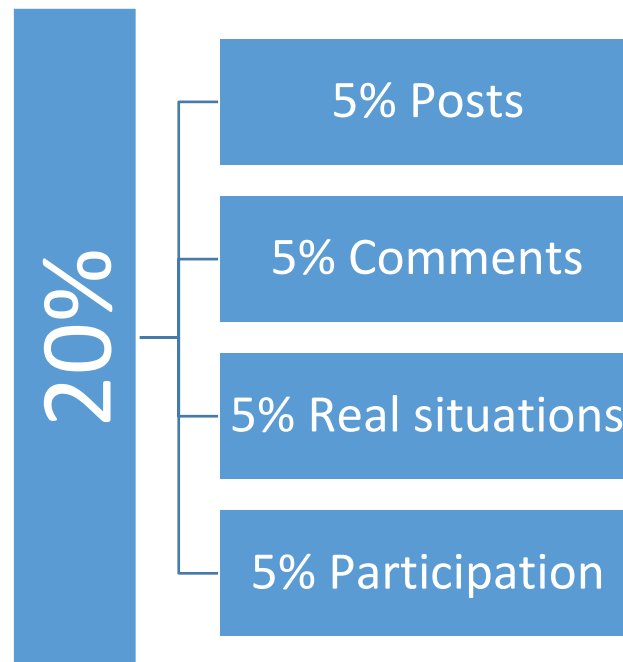
In June, as not everyone would have to do the remedial exams, the two last units will be focused only on the website. There will be prepared activities based on South Africa and India about general aspects or curiosities. These activities are going to be well-connected with the cinema, analyzing the film *Invictus* based on Nelson Mandela's life and talking about Bollywood.

This tool will be worked in class and at home. Each weekend, they must do an activity proposed in the blog focusing on one of the skills, especially writing. In class, they will practice the communicative competence supported by the website.

Finally, a more detailed planning is included in the course syllabus included in the last section.

4.6. Assessment

In order to assess this tool, it will be taken several factors into consideration. Out of 100 points of the total mark of the subject, this website will count 20%. This mark will be divided into:



In relation to the participation, it will be valued their implication in the website, if they answer correctly, do all the exercises, do the activities with effort or without that, or are involved in all the activities (compulsory and volunteer). The rest of the elements will be assessed with the following rubrics:

Posts Rubric

	4	3	2	1
Content:	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	There is one topic. Main ideas are somewhat clear.	The topic and main ideas are not clear.
Organization:	The introduction states the main topic and provides an overview of the topic. Information is relevant and presented in a logical order.	The introduction states the main topic and provides an overview of the paper. The paper follows a logical order.	The introduction states the main topic but there is no logical order.	There is no clear structure and lack of relevant information and logical order.
Use of the language:	The writer uses vivid words and phrases. The choice and placement of words seems accurate and natural.	The writer uses accurate words but the placement is inaccurate.	The author uses words that communicate clearly, but the writing lacks variety.	The author uses a limited vocabulary.
Mechanics:	All sentences are well constructed and have varied structure and length. The writer makes no errors.	Most sentences are well constructed and have varied structure and length. The writer makes a few errors.	Most sentences are well constructed, but they have a similar structure.	Sentences sound awkward and repetitive or difficult to understand. The author makes numerous errors.

Comments Rubric

	3	2	1
Creativity	Very original. It seems that the student has investigated about the topic.	Original but lack of information.	Not original, simple answer.
Grammar	Very good structured sentences and varied.	Good structured sentences and varied according to their level.	Incorrect use of grammatical structures. So many mistakes, not appropriate for the level.
Accuracy	Well-developed ideas and accurate to the topic.	Ideas accurate to the topic but simple ideas.	No relation to the topic
Vocabulary	Wide range of vocabulary used, especially the intercultural one.	Well use of vocabulary with some cultural expressions.	Very limited vocabulary and no use of cultural expressions.

Real Situation Rubric

	3	2	1
Pronunciation and fluency	Very good pronunciation and fluency.	Good pronunciation and fluency.	Not good pronunciation, it makes difficult the understanding.
Use of the language	The writer uses vivid words and phrases. The choice and placement of words seems accurate and natural.	The author uses words that communicate clearly, but the writing lacks variety.	The author uses a limited vocabulary
Content	There is one clear, well-focused topic. Main ideas are clear and are well supported by detailed and accurate information	There is one clear, well focused topic. Main ideas are clear but are not well supported by detailed information.	The topic and main ideas are not clear.

5. Expected results and discussion

Although this tool has not been implemented in a real secondary class yet, it is expected that this website will improve students' level of English. In addition, it could be predicted that there would be a successful immersion in the English-speaking countries and even foster students' interest in other subjects such as history. According to the statements of Calvo (2007), it is necessary to have knowledge of the target culture in order to provide a successful intercultural communication. In this way, it should be avoided misunderstanding and, hence, be in trouble.

In addition, this innovative tool is open to any kind of modification since the most important thing is to adapt to students' necessities. It is necessary to take also in consideration the context where this project is going to be carried out since depending on the factors, it will not be as efficient as it must be.

For all these reasons, this website is available to use now in a current class. However, we must analyse beforehand, the cultural background, the students and the school since perhaps it needs some modifications.

6. Conclusion

My starting point of this project was to include some intercultural aspects into the English class. Due to the time we are, I have decided to create this website as it is a current and trendy tool. Indeed, students prefer to work with ICT devices. However, it was necessary to take into account the procedure, the type of participants, the instruments required and the methodology that would be used in order to carry out this project. It is

expected that with this tool, the teacher has promoted better attitudes towards English and ensure the awareness of some values such as respect and tolerance.

Another aim was to change the image of English, previously only seen as a compulsory subject. We make students realise that English is in everything, and they have to use it as a vehicle to communicate. As it was stated along the project, a language cannot be neutral since it always conveys culture. There is no objective point of view because we are influenced by the way we see the world. Thus, when a culture is integrated in a lesson, it is necessary to go beyond the boundaries of stereotypes and clichés. Therefore, students must see and realise of the advantages of travelling and the importance of being more openminded and tolerant with other cultures and societies.

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APPENDIX

Appendix 1: resources included in the Didactic Unit

Session 3

CAN

- **Ability:** Julie can swim
- **Permission:** can I open the window?
- **Offers:** Can I help you?

BE ABLE TO

- To show ability (specific cases)
e.g. He was able to reach the boat because he could swim.

COULD

- **Possibility:** that story could be true, who knows!
- **Past ability:** Charlie could sing very well when he was six
- **Permission:** Could I use your phone please?
- **Request:** Could you tell me the way to the station please?

MUST

- **Obligation:** It is a duty or a rule
e.g. you must obey the rules
you must study
- To refer to the past, you can use HAD TO.
 - You must study more to pass your exams
 - You had to study more to pass your last exam

MUSTN'T

- It is a command
- Something that it's against the rules, you are not allowed.
- E.g. you must not drink here
you mustn't drink
you mustn't lie your mother

HAVE TO

Semimodal → WHY?

- Conjugate
- Necessity of an auxiliary (- & ?)
- Meaning: Obligation (less strong)
- E.g. you have to arrive at the airport two hours before your flight.
- You have to wear a tie to the office

DON'T HAVE TO

- As a way of showing a choice
- You don't have to do something if you don't want to
- E.g. You don't have to wear blue jeans for the party
- We don't have to arrive at the airport five hours before the flight.

HAVE TO VS DON'T HAVE TO

- Semimodal → WHY?
 - Conjugate
 - Necessity of an auxiliary (- & ?)
- Meaning: Obligation (less strong)
- E.g. you have to arrive at the airport two hours before your flight.
- You have to wear a tie to the office
- As a way of showing a choice
- You don't have to do something if you don't want to
- E.g. You don't have to wear blue jeans for the party
- We don't have to arrive at the airport five hours before the flight.

MAY

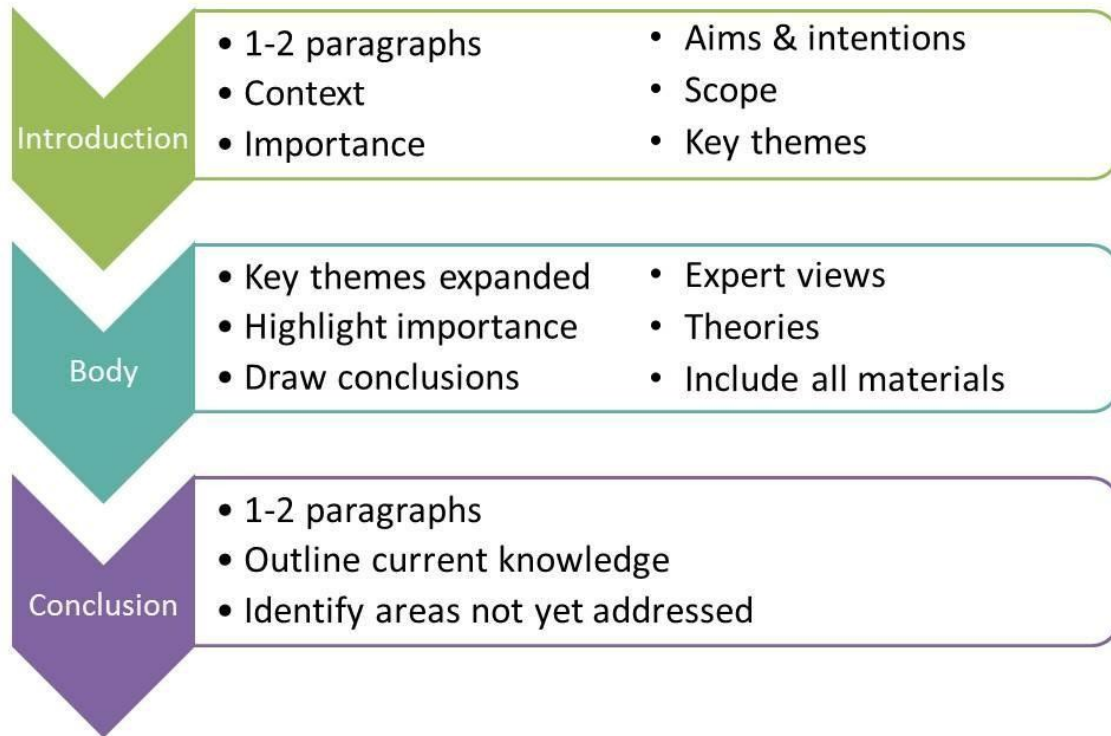
MIGHT

- Possibility:
 - e.g. The current President may win again the elections this year.
- Permission:
 - e.g. May I borrow your dictionary?
- Slight possibility:
 - e.g. We might win the revalida but I doubt it
- Past form of may:
 - e.g. Ed Sheeran said he might come

ACTIVITIES

- You _____ (buy) a ticket, but you _____ (not buy) a first class ticket.
- I _____ swim three years ago.
- My friend said: "you _____ study more if you want to go to Athens next summer"
- You _____ follow the rules.
- I _____ (not) speak Chinese but I _____ speak English very well
- _____ I _____ to ask Mary for preparing the farewell party?

Literature Review



Session 5

Translation of some sentences

1. No hace falta que me ayudes. Puedo llevar esta bolsa porque no es demasiado pesada.
.....
2. Los turistas españoles no tienen que pagar la entrada de este museo para visitar la exposición de pintura abstracta
.....
3. Tuve que esperar a María para llevarla a casa en mi coche.
.....
4. No se debe andar en el césped ni cortar las flores en este parque
.....
5. Se deben regar estas plantas al menos una vez a la semana
.....
6. Debes tener cuidado cuando cocinas en una hoguera
.....
7. No debes llamar a los bomberos si no hay peligro real
.....
8. Deberías ir al óptico si no ves bien la pizarra
.....
9. Deberías dar lo mejor de ti en el examen final si quieres mejorar tus notas.
.....
10. ¿Podría usted decirme cómo se va al centro comercial?
.....

Session 6

* ACTIVITIES

- * Can you figure out what the meaning of the following idioms is?
- * To have an egg in your face
- * It's done and dusted!
- * I was bored out of my skull
- * I go bananas
- * I'm going to hit the sack
- * I will play it by ear
- * I feel peckish
- * To wish the Earth would swallow you up
- * To go to the dogs
- * I fell off the horse

Session 7

* ACTIVITIES

- * Multiple choice: choose the correct one

You are with your Irish friends and you want to make a toast, what would you say?

- a) Sloncha!
 - b) Cheers!
 - c) For me and all my friends!
- *

What is the most famous brand of beer and whiskey in Ireland?

- a) Heineken and JB
 - b) Paulaner and Johnnie Walker
 - c) Guinness and Jameson
- *

As a synonym of great, what would an Irish person say?

- a) Grand!
 - b) Nice!
 - c) That's lovely
- *

I am so tired, an Irish person would say...

- a) I am fatigue
- b) I am wrecked
- c) Please, kill me now

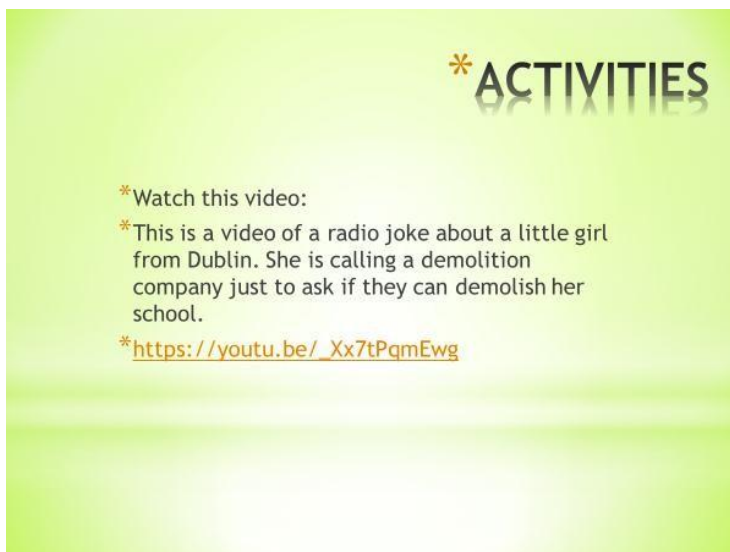
Session 8

VOCABULARY EXAM (10 pts)

Translate these words into English/ Spanish

- Tren de alta velocidad.....
- Campo.....
- Pasajero.....
- Metro.....
- To take off.....
- Convenient.....
- Departure.....
- Luggage.....
- Coach (transport).....

Cultural activity: radio joke.



***ACTIVITIES**

*Watch this video:

*This is a video of a radio joke about a little girl from Dublin. She is calling a demolition company just to ask if they can demolish her school.

*https://youtu.be/_Xx7tPqmEwg

Appendix 2: webpage

History

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WILLIAM WALLACE

(c. 1270–1305)

William Wallace, a Scottish knight, became a central early figure in the wars to secure Scottish freedom from the English, becoming one of his country's greatest national heroes.

William Wallace was the son of a Scottish landowner. He spearheaded his country's long charge against the English toward freedom, and his martyrdom paved the way for eventual success.

In 1296, England's King Edward I forced Scottish king John de Balliol, already known as a weak king, to abdicate the throne, jailed him, and declared himself ruler of Scotland. Resistance to Edward's actions had already begun when, in May 1297, Wallace and some 30 other men burned the Scottish town of Lanark and killed its English sheriff. Wallace then organized a local army and attacked the English strongholds between the Forth and Tay rivers.

On September 11, 1297, an English army confronted Wallace and his men at the Forth River near Stirling. Wallace's forces were vastly outnumbered, but the English had to cross a narrow bridge over the Forth before they could reach Wallace and his growing army. With strategic positioning on their side, Wallace's forces massacred the English as they crossed the river, and Wallace gained an unlikely and crushing victory.

He went on to capture Stirling Castle, and Scotland was briefly nearly free of occupying English forces. In October, Wallace invaded northern England and ravaged Northumberland and Cumberland counties, but his unconventionally brutal battle tactics (he reportedly played a dead English soldier and kept his skin as a trophy) only served to antagonize the English even more.

When Wallace returned to Scotland in December 1297, he was knighted and proclaimed guardian of the kingdom, ruling in the deposed king's name. But three months later, Edward returned to England, and four months after that, in July, he invaded Scotland again.

Welcome Backpackers post

Welcome backpackers!

June 6, 2017



© Can Stock Photo - csp31733709

Welcome students! our trip have just started! we are going to travel around the world visiting the English-speaking countries. We are going to get to know their culture and the most relevant aspects of their history. We will face some problems but I'm sure we will manage to resolve them.

LET'S START!!!

#travelling #English #culture #backpackers

0 comentarios



Déjanos un mensaje



Posts of Scotland

Hi Backpackers!

As we are in the Unit of Scotland, it is interesting to know more about its relevant figures so you must read the brief summary of William Wallace (included in the section of history), a famous Scottish knight who fought for the freedom of Scotland.

You should write a summary including your point of view. (120 words). You can also make your own research if you want to get more information.

It has to be uploaded before Friday.

See you in class!

#Scotland #WilliamWallace #English #Backpackers



Braveheart is one of the most famous films directed by the actor Mel Gibson. In this film he plays the role of William Wallace. He is giving a freedom speech to the Celts, warriors who fought against the English Crown.

Watch this video and answer the questions, you must upload your answers.

bye! bye!

#WilliamWallace #Braveheart #Scotland #Listening #Backpackers

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Travelling

It leaves you speechless, then it turns you into a story teller